

# Disproportionality Plan of Improvement (DispPI)

1

Instructions: Develop your district's disproportionality plan for improvement (DispPI) using this template for each Focus Item that has been rated 'Beginning' or 'Developing'.  
Descriptions of 'Developing' and 'At Standard' ratings for each review item are located at the beginning of each review item section.

\_\_\_\_\_ (School District)  
\_\_\_\_ / \_\_\_\_ / \_\_\_\_ (Date)

Focus Item 1 – Developing	Focus Item 1 – At Standard
The district samples school data, disaggregated by race/ethnicity and gender on at least an annual basis to ensure that schools are using appropriate procedures to refer and determine eligibility for special education.	The district provides technical assistance and professional development to schools that appear to be over-referring and/or inappropriately identifying students to special education.
The district provides a detailed explanation of the tests used the reasons for the selection of particular tests, and evidence that the tests are developed to minimize bias for culturally and linguistically diverse students.	The district has developed a comprehensive testing process requiring multiple measures, including formal testing, observation, and family/ teacher input.
	The district provides ongoing training and support in the appropriate usage of the tests, and ensures availability of qualified testers for students who speak a language other than English.

Review Item	Focus Area	Review Item Rating (select from drop down box)	Action Plan: Improvement Activities	Timeline: Improvement Activities	Resources (e.g., personnel / fiscal / materials)
1.	The district regularly reviews referral and eligibility decisions for special education including methods, types of measures and frequency with which identification decisions are made.	Focus Item Rating:	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.

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Focus Item 2 – Developing	Focus Item 2 – At Standard
The district analyzes the program participation data by race/ethnicity, gender, and disability, and identifies areas of discrepancy in program participation, recruitment, location, and admission.	The district provides a comprehensive list of all in and out of school programs and activities available to students, with enrollment information disaggregated by race/ ethnicity, gender, and disability.
The district describes the process used for each program to identify, recruit, and select program participants.	Disparities in participation are noted and plans are established and implemented to ensure increased diversity in participation. Communities, families, and students are involved in identifying program needs, and in encouraging participation.

Review Item	Focus Area	Review Item Rating (select from drop down box)	Action Plan: Improvement Activities	Timeline: Improvement Activities	Resources (e.g., personnel / fiscal / materials)
2.	The District ensures that students who are culturally and linguistically diverse are represented equitably in all programs, including those for gifted and rapidly progressing students.	Focus Item Rating:	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.

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Focus Item 3 – Developing	Focus Item 3 – At Standard
The district provides a list of intervention options, and instructions as to how to evidence effectiveness.	The district has developed a comprehensive resource listing intervention options across levels of interventions, utilizing family and community input in the development of these intervention options.
The district analyzes evidence of effectiveness of interventions, and frequency and duration of interventions for issues of equity. Staff of general education provides written documentation of the interventions and their effectiveness.	Ongoing professional development and support are offered to school staff to maximize the utilization and effectiveness of the interventions.
	Data is collected and analyzed related to the impact of interventions.

Review Item	Focus Area	Review Item Rating (select from drop down box)	Action Plan: Improvement Activities	Timeline: Improvement Activities	Resources (e.g., personnel / fiscal / materials)
3.	The District provides and requires effective Intervention options to be used to respond to student learning difficulties, before or in lieu of referral, for special education services.	Focus Item Rating:	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.

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Focus Item 4 – Developing	Focus Item 4 – At Standard
The district conducts trainings, and analyzes data related to LRE, accommodations, and performance.	The district provides on-going, supported professional development and coaching for teachers, and provides resources for in-classroom supports to ensure implementation of differentiated instruction and alignment with grade level content.
The analysis is used to determine further training needs.	Data analysis shows improvements in LRE, accommodation, and performance data for students with disabilities.

Review Item	Focus Area	Review Item Rating <small>(select from drop down box)</small>	Action Plan: Improvement Activities	Timeline: Improvement Activities	Resources <small>(e.g., personnel / fiscal / materials)</small>
4.	The District provides on-going training and support to ensure that teachers address individual learning needs through differentiated instruction aligned to academic grade-level content.	Focus Item Rating:	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.

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Focus Item 5 – Developing	Focus Item 5 – At Standard
The district has processes in place to evaluate the degree to which service providers and schools comply with location, referral and identification established procedures.	Based on continuous monitoring data, the district provides technical assistance and professional development to service providers and schools that are not meeting the established procedures for location, referral and identification of students ages 3 through 21 who may be disabled.

Review Item	Focus Area	Review Item Rating (select from drop down box)	Action Plan: Improvement Activities	Timeline: Improvement Activities	Resources (e.g., personnel / fiscal / materials)
5.	District procedures for location, Referral and identification are transparent, equitable, and multidisciplinary.	Focus Item Rating:	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.

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Focus Item 6 – Developing	Focus Item 6 – At Standard
Collaboration between general and special education is encouraged and supported at the district and school levels. Training is provided in collaboration and co-teaching.	All working and planning teams at the district level include representation across departments. All schools allocate time for special education and regular education collaboration on a routine basis. Student support teams include multiple members of the general education personnel. General educators take responsibility for prevention and early intervention. A variety of tools and resources are available for general educators to provide early intervening services. Schools are structured in a way that allows for close collaboration between general and special educators, so that most accommodations are provided in the general education classrooms, and special educators are used as a resource by general educators.

Review Item	Focus Area	Review Item Rating (select from drop down box)	Action Plan: Improvement Activities	Timeline: Improvement Activities	Resources (e.g., personnel / fiscal / materials)
6.	The district promotes collaboration among general and special educators at the prevention and intervention levels.	Focus Item Rating:	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.	1. 2. 3. 4. 5.